



YEAR 7 PE Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Netball, Football, Rugby, Dance, OAA, Badminton, Handball.



<p>Curriculum Intent</p>	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><u>Netball- Girls</u></p> <ul style="list-style-type: none"> To build on the fundamental skills required in netball to perform at maximum levels in small, sided games. To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, pivoting, outwitting defenders, shooting, intercepting and movement patterns. To develop the basic principles of principles of attack and defense in netball. To be able to use simple tactics and strategies to outwit an opponent. To demonstrate confidence and competence in replication of movement. To develop an understanding of the basic rules and positions during a game situation and extend knowledge of netball rules and umpire’s instructions. <p><u>Football- Boys and Girls</u></p> <ul style="list-style-type: none"> To build on the fundamental skills required in netball to perform at maximum levels in small, sided games. To develop the fundamental principles of play when replicating core skills and movement including passing, shooting, control, dribbling, heading, and tackling To develop the basic principles of principles of attack and football. To develop the ability to use simple tactics and strategies to outwit the opposition. To develop an understanding of the basic rules and roles during a game situation in football. t terminology throughout. <p><u>Rugby- Boys</u></p> <ul style="list-style-type: none"> To build on the fundamental skills required in rugby to perform at maximum levels in small, sided games. To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent. To develop the use of basic principles relating to attack and defense in rugby. To explore simple tactics and strategies to outwit the opposition. To develop physical literacy and body movement competence throughout. <p><u>Dance- Boys and Girls</u></p> <ul style="list-style-type: none"> To be able to perform basic jumps, spins and movements in dance. To be able to build a routine with creativity and fluency. <p><u>Handball- Girls</u></p> <ul style="list-style-type: none"> To build on the fundamental skills required in handball to perform at maximum levels in small, sided games. To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tackling, and beating an opponent To develop the use of basic principles relating to attack and defense in handball. To explore simple tactics and strategies to outwit the opposition. To develop physical literacy and body movement competence throughout. <p><u>Badminton- Boys</u></p> <ul style="list-style-type: none"> To be able to build on the basic principles of attack and defense for badminton. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To develop components of fitness which are transferrable to other activities. To score and umpire badminton games. <p><u>OAA- Boys and Girls</u></p> <ul style="list-style-type: none"> To accurately replicate a serving technique. To be able to outwit an opponent in a game situation using the appropriate skills and techniques.
<p>Skills/National Curriculum Links</p>	<p>SMSC: Learning to express yourself and respect other people’s views. PSHE/British Values: Understand the importance of sportsmanship and the British Values of tolerance and respect for others that are linked to sport. Highlight possible character-building opportunities through sport-based activities and discuss the need to stay healthy and active throughout life.</p>

	<p>Literacy: Use of sport specific (subject specific tier 3) e.g., dodging, forehand with topspin, agility etc. terminology in relation to the activity and tier 2 terminology (general academic language) e.g., apply, identify, accuracy etc.</p> <p>Numeracy: Numbers, keeping score of games</p> <p>Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
<p>Becoming future ready</p>	<p>Personal Skills: Participating in physical activity allows learners to develop their leadership, communication, decision-making skills which students can take with them into the world of work. Teamwork would allow a learner to work in a team effectively in several situations.</p> <p>Careers/Employability: Reference should be made to the options, roles, and potential careers in the sports industry. These might include sports coaching, teacher, journalism, management and business, injury, and rehabilitation. Learners will have the opportunity to experience different roles within sport, for example, performer, captain, coach and referee/umpire.</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations ect.</p> <p>By resource: resources used will appeal to the range of preferred learning styles of pupils, e.g. visual, auditory or kinesthetic learners. Worksheets are clearly presented and accessible. Equipment and resources used appropriately differentiated e.g. ball size, changing distance, goal size.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <p><u>Netball- Girls</u></p>
<p>Learning Outcomes (Knowledge)</p>	<ul style="list-style-type: none"> • Understand the concept of space • Create space and movement patterns by changing direction or changing pace whilst applying the footwork rule. • Understand the importance of 'getting free' in order to attack. • Demonstrate the ability to outwit opponents and apply to game situations using the appropriate skills and techniques. • Develop knowledge and understanding of where on the court shooting can take place. • Replicate the technique for the correct shooting action • Move accurately into a space to receive a well-timed pass. • Explore ideas, concepts of attacking play when in space and in possession of the ball. • Demonstrate the ability to mark players without the ball to deny them attacking space. • Develop an understanding of netball rules, positions, and associated court areas. • Identify the distinct roles of each playing position and the areas permitted. <p><u>Football- Boys and Girls</u></p> <ul style="list-style-type: none"> • Replicate the basic dribbling movements with control and use these techniques to outwit opponents. • Replicate passes in a space with changing environments • Accurately replicate the core skills of passing and receiving • Demonstrate the ability to outwit opponents with a variety of passes in a competitive small, sided game. • Demonstrate a controlled shooting motion on a goal and develop an understanding of how to adjust shot selection. • Develop an understanding of how to outwit an opponent using core football skills whilst applying them to game situations. • Perform basic defensive skills to stop opponents from advancing. • Demonstrate an ability to outwit an opponent in a game situation using the appropriate skills and techniques. • Identify strengths and weaknesses when playing small, sided games and adapt strategies where necessary. <p><u>Handball- Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games. • Perform the basic dribbling technique with control and use this to outwit opponents. • Develop an understanding on how to outwit opponents using learnt skills and techniques

- Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning.
- Understand the need to make decisions about choice of technique and refining ideas when unsuccessful.
- Accurately perform basic defensive skills i.e., tackling.
- Develop an understanding on when to defend and how to stop opponents from advancing.

Badminton- Boys

- Demonstrate and use the correct grip
- Understanding the lines on a badminton court
- Perform the underarm clear with control and coordination and use this to outwit an opponent
- Perform the overhead clear and drop shot with control and fluency and use this to outwit an opponent.
- Understand the importance of movement on the court
- Accurately replicate a serving technique.
- Outwit an opponent in a game situation using the appropriate skills and techniques.

Rugby- Boys

- Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents.
- Develop knowledge and understanding of the basic rules of rugby.
- Replicate the basic passing and receiving skills with the intention of outwitting opponents.
- Understand the importance of width to attack
- Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent
- Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles.
- Outwit opponents using learnt skills and techniques.

OAA- Boys and girls

- Accurately replicate a sustained running technique in cross country
- Understand the relationship between heart rate recovery and fitness level
- Develop an understanding on why pacing is important in long running events.

Dance- Boys and Girls

- To be able to perform basic jumps, spins and movements in dance.
- To be able to build a routine with creativity and fluency.

Red denotes interleaving; aspects of knowledge covered previously.

Current learning to be developed in the future within:	Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.